

Joanna-Woodson Elementary

510 South Ellis Street
Joanna, South Carolina 29351

Grades	PK-5 Elementary School	
Enrollment	301 Students	
Principal	Melodie C. Edwards	864-697-6480
Superintendent	John S. Taylor, Interim Superintendent	864-833-0800
Board Chair	Myron (Buddy) Hunt	864-833-5773

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	47	61	10

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Good	Good	Yes
2005	Average	Good	Yes
2006	Good	Good	Yes

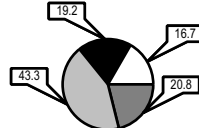
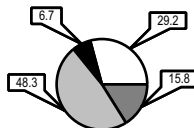
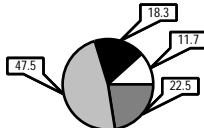
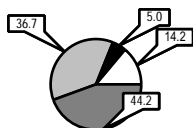
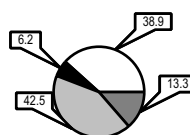
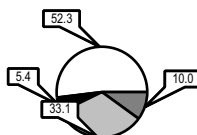
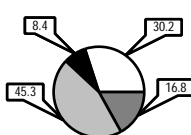
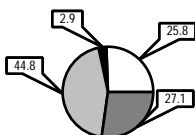
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	125	100.0	14.2	36.7	44.2	5.0	57.5	Yes	Yes
Gender									
Male	52	100.0	24.0	38.0	32.0	6.0	42.0	N/A	N/A
Female	73	100.0	7.1	35.7	52.9	4.3	68.6	N/A	N/A
Racial/Ethnic Group									
White	78	100.0	8.1	36.5	48.6	6.8	60.8	Yes	Yes
African American	45	100.0	22.7	38.6	36.4	2.3	52.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	108	100.0	10.7	36.9	46.6	5.8	62.1	N/A	N/A
Disabled	17	100.0	35.3	35.3	29.4	0.0	29.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	100.0	14.2	36.7	44.2	5.0	57.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	125	100.0	14.2	36.7	44.2	5.0	57.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	96	100.0	16.5	41.8	38.5	3.3	50.5	Yes	Yes
Full-pay meals	29	100.0	6.9	20.7	62.1	10.3	79.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	125	100.0	11.7	47.5	22.5	18.3	58.3	Yes	Yes
Gender									
Male	52	100.0	14.0	48.0	16.0	22.0	60.0	N/A	N/A
Female	73	100.0	10.0	47.1	27.1	15.7	57.1	N/A	N/A
Racial/Ethnic Group									
White	78	100.0	10.8	41.9	24.3	23.0	59.5	Yes	Yes
African American	45	100.0	11.4	59.1	20.5	9.1	56.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	108	100.0	10.7	48.5	23.3	17.5	58.3	N/A	N/A
Disabled	17	100.0	17.6	41.2	17.6	23.5	58.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	100.0	11.7	47.5	22.5	18.3	58.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	125	100.0	11.7	47.5	22.5	18.3	58.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	96	100.0	13.2	54.9	18.7	13.2	51.6	Yes	Yes
Full-pay meals	29	100.0	6.9	24.1	34.5	34.5	79.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	125	100.0	29.2	48.3	15.8	6.7	22.5
Gender							
Male	52	100.0	32.0	46.0	16.0	6.0	22.0
Female	73	100.0	27.1	50.0	15.7	7.1	22.9
Racial/Ethnic Group							
White	78	100.0	21.6	48.6	20.3	9.5	29.7
African American	45	100.0	40.9	50.0	6.8	2.3	9.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	108	100.0	27.2	49.5	16.5	6.8	23.3
Disabled	17	100.0	41.2	41.2	11.8	5.9	17.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	100.0	29.2	48.3	15.8	6.7	22.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	125	100.0	29.2	48.3	15.8	6.7	22.5
Socio-Economic Status							
Subsidized meals	96	100.0	37.4	44.0	13.2	5.5	18.7
Full-pay meals	29	100.0	3.4	62.1	24.1	10.3	34.5

Social Studies							
All Students	125	100.0	16.7	43.3	20.8	19.2	40.0
Gender							
Male	52	100.0	22.0	36.0	28.0	14.0	42.0
Female	73	100.0	12.9	48.6	15.7	22.9	38.6
Racial/Ethnic Group							
White	78	100.0	10.8	43.2	20.3	25.7	45.9
African American	45	100.0	27.3	43.2	22.7	6.8	29.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	108	100.0	14.6	44.7	21.4	19.4	40.8
Disabled	17	100.0	29.4	35.3	17.6	17.6	35.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	100.0	16.7	43.3	20.8	19.2	40.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	125	100.0	16.7	43.3	20.8	19.2	40.0
Socio-Economic Status							
Subsidized meals	96	100.0	20.9	45.1	20.9	13.2	34.1
Full-pay meals	29	100.0	3.4	37.9	20.7	37.9	58.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	52	100.0	23.1	38.5	34.6	3.8	38.5
	4	46	100.0	16.7	47.6	28.6	7.1	35.7
	5	36	100.0	21.9	53.1	25.0	0.0	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	10.8	37.8	43.2	8.1	51.4
	4	46	100.0	11.4	29.5	56.8	2.3	59.1
	5	40	100.0	20.5	43.6	30.8	5.1	35.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	52	100.0	23.1	61.5	13.5	1.9	15.4
	4	46	100.0	14.3	40.5	21.4	23.8	45.2
	5	36	100.0	18.8	56.3	18.8	6.3	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	2.7	67.6	18.9	10.8	29.7
	4	46	100.0	11.4	31.8	27.3	29.5	56.8
	5	40	100.0	20.5	46.2	20.5	12.8	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	52	100.0	34.6	50.0	15.4	0.0	15.4
	4	46	100.0	42.9	26.2	31.0	0.0	31.0
	5	36	100.0	50.0	31.3	15.6	3.1	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	32.4	54.1	8.1	5.4	13.5
	4	46	100.0	20.5	47.7	25.0	6.8	31.8
	5	40	100.0	35.9	43.6	12.8	7.7	20.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	52	100.0	11.5	53.8	25.0	9.6	34.6
	4	46	100.0	9.5	69.0	16.7	4.8	21.4
	5	36	100.0	43.8	53.1	3.1	0.0	3.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	2.7	43.2	35.1	18.9	54.1
	4	46	100.0	11.4	38.6	22.7	27.3	50.0
	5	40	100.0	35.9	48.7	5.1	10.3	15.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 301)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.2%	No change	3.6%	2.8%
Attendance rate	96.8%	Up from 96.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	4.5%	Down from 5.8%	6.8%	10.4%
On academic plans	40.7%	N/AV	46.1%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	4.0%	Down from 6.8%	7.6%	7.5%
Older than usual for grade	0.7%	Up from 0.4%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	45.0%	Down from 63.2%	51.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.0%	N/A	3.1%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.4%	Down from 85.8%	87.0%	87.3%
Teacher attendance rate	97.2%	Up from 94.9%	94.9%	94.9%
Average teacher salary	\$40,689	Down 5.0%	\$41,724	\$42,485
Prof. development days/teacher	11.9 days	Up from 11.2 days	13.3 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 17.7 to 1	17.5 to 1	18.6 to 1
Prime instructional time	93.1%	Up from 90.6%	89.6%	89.7%
Dollars spent per pupil*	\$6,983	Up 0.5%	\$6,904	\$6,557
Percent of expenditures for teacher salaries*	56.6%	Down from 57.2%	63.1%	64.0%
Percent of expenditures for instruction*	59.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our motto at Joanna-Woodson Elementary School, Soaring To New Heights, sets the tone of raising student expectations and increasing student achievement. JWES is proud to offer a nurturing environment where the curriculum is challenging and student-centered.

Student performance on PACT continues to improve. JWES received the Palmetto Silver Award for outstanding student academic performance for 2004-2005. We were the only school in the county to receive this award. Student progress has been monitored through MAP testing and great progress has been made from the fall to the spring. Academic assistance such as morning computer time, mentoring, and after-school math facts have helped further advance the academic gains of our students.

We believe that ongoing staff development is a key to our success. This year our teachers have focused on fluency, vocabulary building and differentiation in instruction. Faculty members take part in many courses, seminars and workshops to increase their knowledge and skills. JWES teachers have participated in a yearlong course taught by Dr. Diane DeFord to improve reading instruction and assessment.

JWES contributed significantly to the community, raising over \$2500 for Hurricane Katrina Relief. This money was given to Lions International for ongoing relief. In addition, our school collected canned goods for families at Christmas.

Our PTO continues to be a vibrant force in making our school a better place for all. Through efforts of our parents, students and excellent faculty, JWES is a great place for learning. Thanks to everyone for our success!

Melodie Edwards, Principal
Jennifer Price, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	38	27
Percent satisfied with learning environment	100.0%	94.7%	92.6%
Percent satisfied with social and physical environment	100.0%	97.4%	88.9%
Percent satisfied with school-home relations	100.0%	97.4%	84.6%

*Only students at the highest elementary school grade level at this school and their parents were included.